DCCUMENT RESUME

ED 049 643 EM 008 890

AUTHOR Haavelsrud, Magnus
TITLE Learning Rescurces in the Formation of International Orientations.
INSTITUTION Washingtcn Univ., Seattle. Coll. of Education.
PUB DATE 71
NOTE 25p.; Paper presented at the Association for Educational Communications and Technology Annual Convention (Philadelphia, Pennsylvania, March 23, 1971)

EDRS PRICE EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS Attitudes, *Beliefs, Ccncept Formation, Family Influence, *High Schcol Students, *Informaticn Scurces, *Mass Media, Newspapers, Parent Influence, Peer Groups, Periodicals, Political Attitudes, *Pclitical Socializaticn, Questionnaires, Religious Factors, Social Influences, Teacher Intluence, Televisicn

ABSTRACT

Because of increased ccncern with pclitical socialization, a study was designed to determine the sources high schcol students used in acquiring certain internaticnal orientaticns, specifically cn peace and war. Subjects tilled out a questionnaire on their beliefs and indicated what sources they thought had most influenced their thinking cn these subjects. The primary media or sources fcr acquiring views on the concepts of war and peace, the causes and preventicn cf war, the mcrality of war, and the possibilities of avoiding war were identified by correlation. An overview of the results shcwed that the mass media, especially television, newspapers, and magazines, were most influential. Cther sources, ranked from higher to lower in terms of influence, were: peer group, schcol experiences, family, and religion. The importance of a source differs according to whether concepts of war and peace, causes of war, prevention of war, or moral judgment of war is the orientation measured. (JK)

ED049643

U.S. DEPARTMENT OF HEALTH, EDUCATION
& WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Learning Resources in the Formation of International Orientations

by

Magnus Haavelsrud
College of Education
University of Washington
Seattle, Washington 98105

Paper presented at the
National Convention of the Association for Educational
Communications and Technology
Philadelphia
March 23, 1971

M008 890

Learning Resources in the Formation of International Orientations

by

Magnus Haavelsrud, Ph.D.
College of Education
University of Washington

INTRODUCTION

Political socialization has been an area of increased concern during the last decade. Many research studies have been conducted to identify the opinions, concepts, and attitudes held by pre-adults as regards national and international institutions and issues. The process by which this socialization occurs seems to be caused by a variety of developmental and autonomous factors as well as environmental factors.

Although a complete theory of political socialication has yet to be devised, a simple classification of research in the field seems both feasible and useful. First, one may distinguish between research on national versus international institutions and issues. Second, a distinction may be made between research designed to measure attitudes, opinions, and concepts versus research intended to analyze the process by which these attitudes, opinions, and concepts are formed. Third, a subclassification of these main types of research is possible according to which dependent and independent variables are measured. Rather than extending this discussion to comprise all dimensions in political socialization research, one category is selected for further analysis, viz., the orientationsof pre-adults toward peace and war issues.

In 1967, the present author conducted a study in West Berlin to explore the development of views on peace and war in children between ages ten and seventeen.[1] The data have served to identify several potential factors determining the process of socialization to war and peace issues. The Berlin study focused on the attributes of "peace", "war", "causes of war", and "prevention of war", as well as on attitudes and beliefs held by the subjects about future wars, World War II, justification of war, etc. The question of where these opinions and valuations are learned was not posed. In fact, no studies known to the author have had this sole focus.

It is the purpose of this study (1) to assess the relative impact of various sources of orientation on the acquisition of certain views toward peace and war, and (2) to identify relationships between source usage and types of opinions and valuations displayed by the subjects. The present study does not undertake (1) to test specific hypotheses about these relationships, or (2) to validate the responses given by subjects in the instrument.

Two criteria are used in selecting international orientations to be measured (dependent variables). First, because of the heuristic character of present research in this field, a cross-section of possible dimensions is included. Second, in order that cross-cultural comparisons may be facilitated at a later stage, some of the dimensions measured in the Berlin study are introduced. On the basis of these two criteria, the following dependent measures are chosen (when the word "war" is used, it refers to war in general and not specific wars):

1. Number of items mentioned in response to: WAR
2. Number of items mentioned in response to: PEACE
3. Number of items mentioned in response to: CAUSES OF WAR
4. Number of items mentioned in response to: PREVENTION OF WAR
5. Types of attributes mentioned in the free association questions about war, peace, causes of war and prevention of war
6. Subject's beliefs about the legality of war
7. Subject's beliefs about the possibility of avoiding war
8. Subject's beliefs about the problem of whether man's inherent dispositions cause war
9. Subject's beliefs about whether or not people are born with these inherent dispositions
10. Subject's beliefs about whether it is possible to channel these dispositions into constructive activities

Previous research and theory has regarded the following variables as influential in the acquisition of orientations in the war and peace field (independent variables):[3] (1) age, (2) sex, (3) socio-economic level, (4) IQ, (5) ability to do reciprocal reasoning, (6) political participation, and (7) sources of orientation.

As previously argued, the lack of research on the impact of differences in source usage calls for a study to explore this area. The <u>independent</u> variable selected in the present study, therefore, is number seven in the list above, i.e., sources of orientation.

On the basis of the review of literature, the following taxonomy of possible sources of orientation as to war and peace thinking is presented. This taxonomy is to be regarded as an outline of the values of the independent variable in the present study.

Table 1
<u>Taxonomy of Sources of Orientation</u>

Family	Friends	Mass Media	School	Religion
father	friends	TV at home	teacher	minister or teacher in church
mother		radio	textbooks	
others in family		newspapers	movies in school	content of religion
		magazines	TV in school	
		books		
		movies in theaters		

The most frequent independent variables employed in previous research are age, sex, socio-economic level, and I.Q. All of these variables probably have relevance as to types of sources of orientation that are of most utility for an individual. Although information on these variables is available in the present study, the scope of this paper does not permit this analysis to be introduced.

The objective of this study, therefore, is to identify the types of relationships that exist between the independent variable and the dependent variables for the sample as a whole. Because a lack of theory does not warrant formulation of specific statistical hypotheses about the types of relationships that exist, these questions are asked

instead:

1. To what extent have different sources been used in the acquisition of views on peace and war?
2. How are the different views related to variation in source usage?

METHODOLOGY

The Instrument.

The instrument consists of ten pages (cf. the ten dependent variables mentioned above). Each page contains (1) questions to measure the orientation of the individual and (2) devices to measure source utilization in acquiring that orientation. The appendix contains a sample page as well as all the questions measuring orientations. Several approaches were tried out to measure source utilization. It was decided that the inclusion of devices to measure this dimension ought to be postponed until all the "orientation questions" had been answered. In this way the orientations would not be distorted by thinking out answers to questions on source utilization (the latter were hidden by a cover sheet until all the "orientation questions" had been answered). The utility of a source is assessed in two ways.[4] First, the subject is asked to rate a six-point scale according to how much use each source has been when he learned all the answers to the questions on that page. The sixteen scales are randomized on each page in order to minimize set formation. Second, the respondent is asked to indicate the most important source for each part of the answer by writing the number of that source into the boxes in front of each component of the answer.

Sample

The sample in the present study consists of 197 high school students drawn from a population of 2000 in a school district in Seattle, U.S.A. The subjects were drawn from classes that were not mandatory for any special group of students. Thus, a relatively representative sample was obtained. Twenty-four percent are fifteen-year-olds, 42 per cent are sixteen-year-olds, and 42 per cent are seventeen-year-olds. 53 per cent of the sample are boys and 47 per cent are girls. The distribution on the socio-economic dimension approximates the shape of the normal curve with 31 per cent of the sample coming from professional homes, 38 per cent from white-collar homes, and 24 per cent from blue-collar homes.[5] Information on socio-economic background is not available for 7 per cent of the subjects. The distribution is positively skewed for percentile scores on the Differential Aptitude Test (combined score for verbal and numeric ability). Only 15 per cent of the subjects score less than 40 on this test, whereas 61 per cent score 60 or above. Hence, the intellectual capacity of the subjects lies above average.

Statistical techniques

Data are analyzed on three different levels. First, a consistency measure in source utilization is introduced. Second, the relative utility of each source for answering the ten different questions on peace and war is assessed. Third, the relationship between source utilization and the different categories of answers to four open-ended questions on peace and war is identified. A brief discussion of statistical techniques pertaining to each of these three analyses is introduced along with the presentation of data in the next section.

ANALYSIS OF DATA
Consistency Measures

Theoretically, one should expect the sixteen source ratings on page ten of the instrument to be the same as the average of the sixteen ratings over the first nine pages. This expectation is grounded on the fact that nine different questions in the peace and war field are asked on pages 1 through 9, whereas the task on page 10 is to rate the scales according to their importance for the respondent in giving the answers to all previous questions. Although it would have been ideal to include all the first 9 pages in the average rating, this was complicated because only part of the sample had given answers on pages 8 and 9. Hence, the mean of each source is computed only for pages 1 through 7 and page 10. A grand mean is then found for each source over the first 7 pages. Correlation coefficients between the sixteen grand means over the first 7 pages and the 16 means on page 10 reveal the consistency between the ratings for each source on pages 1 through 7 and page 10. The lowest correlation is between the ratings of TV at home ($r = .36$), whereas the highest is found between the ratings of content of religion ($r = .58$). Four of the coefficients exceed .50 and four do not exceed .40.

Insert Table 2 about here

Each of the 16 grand means over the first 7 pages are lower than the corresponding means on page 10 (Table 3). It is an obvious tendency to view the overall question on page 10 as worth a higher rating than the separate parts of this question over the previous pages. The average difference between the 16 sets of means is .7. Rather than viewing this discrepancy in ratings as an inconsistency, it is suggested that this consistent higher rating of the 16 scales on page 10 is due to the possibility that a cumulative effect had set in. That is, the subjects were asked to review all questions and answers in the latter case. In so doing ,the importance of each source in the subject's mind may have been inflated in proportion to the subject's feelings that comprehensiveness may have suggested greater importance. Also, the fact that the rank order according to magnitude for the two sets of means is the same with only one exception (mother and radio reversed), supports the interpretation that high consistency is present in the ratings.

Insert Table 3 about here

With this high correspondence between the ranking of the two sets of means and the fairly high correlation coefficients, there is evidence of quite high consistency between the scale ratings on page 10 and the average ratings over the first 7 pages. Even higher correlation coefficients would have been expected if the ratings of pages 8 and 9 had been included in the average measures over the pages prior to page 10. (The ratings on pages 8 and 9 were not included due to the fact that the questions on these pages did not apply to some of the subjects.)

Cross-tabulating the dichotomized rating for each scale (the distribution of each scale is dichotomized according to the median) with the sources mentioned as most important for a specific part of the answer to an open-ended question, consistency is present of the individual's scale rating is high above tho median for the source having been selected as most important. One answer category was selected on each page, and

the rating of the source named as the most important was checked for each individual by help of a frequency table.[6] The average percentage of agreement between the two numbers on each page over the ten pages is given in Table 4. Apparently, the degree of agreement varies from 44 percent (TV in school) to 97 percent (father. Three sources are higher than 90 percent (father, movies in school, and minister or teacher in church). Six sources are located between 80 and 90 percent (mother, others in family, books, movies in theaters, textbooks, and content of religion). The percentages for friends, TV at home, radio, magazines, and teachers fall between 70 and 80, whereas the agreement between rating of newspapers and the selection of that source is 65 percent.

Insert Table 4 about here

Scale Ratings Within Pages

Table 5 shows the rank order of means according to size for each of the sixteen scale ratings on each page. (The highest mean is located at the top and the lowest mean is located at the bottom of the table for page 10.)

The 5 highest means on page 10 of the instrument apply to 3 mass media sources, teachers and friends. The 5 lowest means on page 10 apply to religion, others in family, movies in theaters, and TV in school. In responding to the question on war (page 1 of the instrument), books are rated among the five more important sources. As to the question on peace (page 2), the rating of mother attains a relatively higher rating, whereas teachers are of less utility. Also, it is apparent that the three other school items, viz., textbooks, movies in school and TV in school are the least important of all as sources of learning about peace. Knowledge about causes of war (page 1) is essentially gained from the same sources as the concept of war. Techniques of preventing war are mainly learned from the same sources except that the high rating of friends pulls down the rating of books (page 4.) In answering questions about the morality of war (page 5 and the possibility of avoiding war (page 6), the subjects essentially refer to the same sources of orientation. Newspapers are most important in acquiring these war orientations while TV at home is rated as number three. Books are listed as number four in importance when it comes to orientations concerning qualities of man (page 7). In specifying one's beliefs about how man arrived at his bad qualities (page 8) as well as possibilities for changing man (page 9), TV at home is rated at its lowest among all pages; friends are of highest utility with teachers, mother, father, and newspapers coming next. It is apparent that personal relationships (except in the case of newspapers) are viewed as more valuable than mass media for determining qualities of man. Minister or teacher in church as a source for concern with qualities of man received its highest rating on pages 8 and 9.

Duncan's Multiple Range test is conducted to identify the sources of the significant F-value.[8] Table 6 shows the results of the analysis of varience conducted to find significant differences between ratings of each scale over the 10 pages. Of the sixteen ratings on each page, twelve are significant beyond the .001 level.

Insert Table 6 about here

In Table 7 a ranking of the ten means for each source according to size is conducted for each of the 16 sources of orientation. The numbers in the table stand for pages (treatments) and are grouped into 3 categories (small, medium, and large) according to the size of the 10 means pertaining to each source.

It is obvious that the acquisition of orientations to the various dimensions of thoughts about peace and war depends upon great variation in source usage. The trend in the above data is that mass media, school, and father are of high utility in the acquisition of the concept of war (1). The concept of peace (2), on the other hand, is largely acquired through mother, others in family, friends, two mass media sources and religion. Causes of war (3) are mainly learned from the same sources as the concept war, with the exception of father. Prevention of war (4) is an area where none of the sources are of high utility. Moral judgment of war (5) is mainly acquired through father and textbooks. No source is listed of the same importance in acquiring views on the possibility of avoiding war (6). Books and content of religion seem to furnish information for the creation of basic beliefs about man (7). Mother, friends, and minister or teacher in church are viable agents for knowing whether man is bornn with or learns his warlike feelings (8). Others in family, friends, and minister or teacher in church are feferred to in deciding whether these qualities may be channeled into constructive activities (9). Finally, in rating sources for utility when taking all previous questions and answers in the instrument into account, most sources are seen as viable agents.

Insert Table 7 about here

Sources of Most Importance for Various Categories of Answers

The answers to open-ended questions were analyzed for content and grouped into several categories (the categories arrived at are apparent from Figures 1 through 4). About 30 per cent of the responses to open-ended questions were coded by two judges. The agreement between the codings is 87 per cent. Hence, fairly high interjudge reliability exists. For each part of an answer the subjects were asked to sel t the most important source in acquiring that part. In the following an account is given of the most important sources for each of the categories for four open-ended questions.

In responding to the question on war (cf. Appendix) mass media seems to be of highest utility in acquiring information on processes of war as well as causes and outcomes of war (Figure 1). Evaluation of war is obtained almost equally from mass media and school, whereas friends were referred to very frequently concerning attributes pertaining to concrete aspects of war, such as tools and environments. Religious sources are of low utility except concerning causes and outcomes of war. The family seems to be a secondary agent along with the school regardless

of attributes mentioned. Disregarding the various categories of answers and computing the overall mean for the average number of times each of the 5 sources are listed, an indication of relative importance of each main group of sources is obtained. This ranking according to magnitude emerges: Mass media ($\bar{X}$ = 21.2), friends ($\bar{X}$ = 12.5), religion and school ($\bar{X}$ - 10.6 for both), and family ($\bar{X}$ - 7.6).

Insert Figure 1 about here

Figure 2 indicates a more frequent reference to friends than to any other of the 5 agents in acquiring the concept of peace (of. Appendix). In fact, friends were listed most often as the source of highest utility for responses pertaining to three of the four categories, viz., passivity, activity, and evaluation of peace. The 5 overall means of the distribution confirm this result in that friends has the highest mean rating ($\bar{X}$ = 22.7). The other means come in this order: Mass media ($\bar{X}$ - 15.8), family ($\bar{X}$ = 10.8), religion ($\bar{X}$ = 9.5), and school ($\bar{X}$ = 7.4).

Insert Figure 2 about here

The 5 overall means of the 4 distributions in Figure 3 are listed according to magnitude (pertaining to the question on causes of war, of. Appendix): Mass media ($\bar{X}$ = 20.1), friends ($\bar{X}$ = 12.3), family ($\bar{X}$ = 11.5), religion ($\bar{X}$ = 9.5), and school ($\bar{X}$ = 7.5). Knowledge about any categories of causes of war is mainly acquired through mass media. The category named "defense" is the only category where religion is referred to as frequently as mass media.

Insert Figure 3 about here

Figure 4 suggests that knowledge about techniques of preventing war (of. Appendix) are mainly acquired through friends ($\bar{X}$ = 23) and mass media ($\bar{X}$ = 23). School ($\bar{X}$ = 9) is the third level of importance in learning about how to prevent war while religion ($\bar{X}$ = 6.8) and family ($\bar{X}$ = 4.4) are sources of low utility. The size of the bars in Figure 4 indicates the same trend for 3 of the categories. Mass media is the prime source for responses pertaining to the idea of decreasing differences in order to arrive at a more homogeneous world as a method of preventing war.

Insert Figure 4 about here

EVALUATION AND DISCUSSION

In evaluating present findings, it is important to bear in mind weaknesses as well as strengths of the research methodology. It is a basic assumption in this study that perceptions of adolescents are valid. Although this is a gross assumption, it is argued that at a time when even the perceptions are unknown, such a study may contribute as a first step towards more reliable research methodologies. Also, in a time of great need on the part of the individual to express opinions and

feelings to be recognized as part of reality. If the information gathered from the adolescents in this study may be regarded as measures of reality, one would expect a certain amount of consistency in the data. If there is evidence of high consistency among the data, more importance may be attached to the answers. Hence, in evaluating the findings it should be made clear that the consistency obtained by the sample on the three measures employed is satisfactory, However, no measure of the persistence of this consistency over time is available.

Observations of students while they filled in the instrument indicated high motivation and interest. It is believed that the opportunity given the subjects to express their views by answering open-ended questions and the need present in most adolescents today to be heard created this favorable testing situation. Another asset of using open-ended questions is that cross-cultural studies may be conducted without standardization procedures in each culture. In the field of international socialization, it is important that the methodology employed is fit for cross-cultural investigations.

A major question may be raised about the obtaining of all information by direct questioning. For research regarding opinions and attitudes, it is generally held that information gathered by indirect methods is more valid. However, the general principle of first identifying sources for opinions and attitudes and then identifying the utility of each source is believed to be an effective way of making the respondent aware of his own perceptions. If indirect techniques were used completely, the subject would not get the opportunity to verbalize his or her perceptions. The use of an indirect approach to diagnose orientations, therefore, would necessitate the same approach in determining the importance of each source. Without previous verbalization of opinions and attitudes, it would not seem reasonable for individuals to check scales regarding utility of sources they might not have been aware of themselves.

It seems reasonable that research in the field of international socialization employ diverse methodologies in order to check whether findings vary with the methods used or are consistent regardless of methods. The methodology of this study might prove successful in cross-cultural studies because no standardization procedures are required. Other ways of getting at seminal agents might be to undertake analysis of the content presented by various agencies. Such studies would contribute towards the understanding of what information individuals are exposed to through various channels. With this information of biases and points of emphasis in hand, it would then be possible to request persons to judge the sources for such information as a basis for determining the influences of such sources.

Controlled situations are desirable for obtaining valid findings about etiology. Longitudinal studies are probably one type of research that might render extremely valuable information. By measuring orientations and source utilization of the same sample at regular intervals during the process of socialization, some indication of the trend in orientations related to source utility might be obtained. However, this type of research takes much time and financing as well as having to contend with identifying and accounting for the intervening variables which influence subjects between milepost measurements.

In taking into account all findings reported in this paper the following conclusions may be drawn:

1. Mass media was the primary agent in the acquisition of orientations toward war and peace for the population in this study. Among the mass media, TV, newspapers, and magazines were of more utility than books, radio, and movies in theaters.

2. The influence of the peer group was second in importance to mass media.

3. Experiences gained at school are third in degree of utility. Teachers are seen to provide the most impact on student orientations with textbooks assuming secondary importance. TV and movies in school are generally low on the utility dimension.

4. Family members rank fourth as agents of international socialization, with an equal rating of father, mother, and others in family.

5. Religion is definitely the source of orientation playing the least important role in the process of acquiring the orientations measured.

Evaluation of the present findings is difficult because of the scarcity of research in this field. No study reviewed had the main objective of finding the relative impact of most sources of orientation. Nevertheless, a comparison of the major findings of the present study as listed above with earlier findings may prove useful. Thus, support is found in previous results for the high priority of mass media in the socialization process. Seven of the studies reviewed stress the impact of mass media as a primary agent.[9] No study, however, gives support for the finding that friends rank as high as second in utility. Preston[10] suggested though that the peer group is third in importance after mass media (radionand newspapers) and family. The utility of school sources seems to have been overestimated in previous research in light of present findings. Thus, three studies[11] found that school is a primary agent and two studies[12] suggest school is a primary agent along with family or books. The finding that the family is of quite low utility is discrepant with results reported in five research studies.[13] Helfant,[14] however, found no correlation between attitudes towards war among adolescents and fathers. Such correlation did exist between attitudes among adolescents and their mothers. The finding that religion is the source of lowest utility in the process of international socialization is not confirmed by any study because no studies reviewed have included this source of orientation.

The present study demonstrates that differences in utilization of various communication channels is associated with certain international orientations toward war and peace. Hence, communicators ought to be concerned about such questions as: What kind of international orientations is wanted? Through which channels of communication should necessary information be conveyed?

The contention has often been made, for instance, that news presented in the mass media "...in themselves constitute a sampling of negative events and a systematic undersampling of positive events."[15] Moreover,

the lack of emphasis in school curricula on formal training in techniques of constructive conflict resolution provides further bias in the same direction.[16] Thus, although school sources in the present study were found to play only a tertiary role in acquiring orientations measured, it is contended that school curricula are in a strategic position to give many-sided and adequate information on conflict, peace and war. The failure to do so has to some extent been demonstrated in this study. This finding applies especially to the use of television and movies in school. Even textbooks, which have been shown in this study to be of equal utility as teachers, have been criticized in this respect. An analysis of social science textbooks in Norway suggests that most paragraphs encourage the formation of incomplete and sometimes wrong ideas about societal institutions, social processes and other peoples.[17] It is reasonable to expect that a negative peace concept and ignorance about war prevention techniques on one hand and quite well-developed ideas about causes of war, the process of war, and violent conflict resolution may in part be a product of this bias in the communication structure.

Much research on peace, the future and the dynamics of conflict resolution has appeared the last decade. It is a fair assumption that knowledge about how conflicts can develop in both destructive and constructive ways and skill in handling conflict situations on various levels (intrapersonal, interpersonal, intragroup, intergroup, national, and international) would encourage youngsters to meet situations of conflict with more confidence than research findings indicate. A stronger feeling of efficacy about future planning on the personal to the international levels probably would be the product of such confidence. Hence, the most important policy implication of evaluation studies of the present type is that the channels of communication open to the individual must convey a more balanced view of alternative ways in conflict resolution and more information on future planning in enriching the individual's informational environment. Available evidence for the effectiveness of film and television in the transmission of information in the classroom as well as in society at large suggests a greater potential of these media having an impact on the development of international orientations than has been demonstrated in this study. A wider utilization of these media in schools seems warranted. Presumably, the orientations acquired would be more in harmony with recent developments in conflict research and theory as well as futurology.

1. Haavelsrud, M., "Views on War and Peace Among Berlin Public School Students," Journal of Peace Research, No. 2, 1970, pp.

2. The term "source of orientation" is chosen to signify the channels of communication over which information may be transmitted to human receivers. This term is preferred to "source of information" in order to connote that any channel through information transmission may cause changes in cognitions as well as valuations within an individual. Thus, "orientation" refers to the internalized aspects of objects and relationships and includes cognitive, affective, and evaluational orientations. Cf. G. A. Almond and S. Verba, The Civic Culture: Political Attitudes and Democracy in Five Nations (Princeton, New Jersey: Princeton University Press, 1963), p. 4.

3. Cooper, P., "The Development of the Concept of War," Journal of Peace Research, No. 1, 1965, pp. 1-17; L. Rosell, "Children's Views of War and Peace," Journal of Peace Research, No. 2, 1968, pp. 268-276; V. Torney, L. F. Anderson, and H. Targ, "A Review of Existing and Needed Research on the Development of International Orientations in Children and Adolescents," included as Chapter IV of a Report to the United States Office of Education, Project 6-2908 (1969); T. Alvik, "The Development of Views on Conflict, War and Peace among School Children," Journal of Peace Research, No. 2, 1968, pp. 171-195.

4. The term "utility" is used in connection with the degree of impact a source has on an individual's cognitions and valuations. The utility of a source does not depend on the agreement between the orientations of the individual and the source. High utility of a source may very well come about because of existing disagreement between the message of a source and the receiver's previous or subsequent orientations. Because this interpretation of utility is adopted in the present study, it is logical to question the validity of studies that seek to assess source usage by correlating orientations between source and receiver; e.g., correlational studies of parents' and children's views. It is proposed in the present study that such a correlation, whether negative, neutral, or positive, gives no indication of the utility as defined above. Because of the scarcity of research in this area, however, correlational studies are referred to later as indicators of sources of orientation that should be included in the present study.

5. R. H. Hall, Occupations and the Social Structure (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1969), pp. 71-254. Among professionals are doctors, lawyers, professors, nurses, and teachers. Managers, executives, officials, and proprietors are also included in this category. These two groups of professionals have roughly equivalent positions in the social stratification system (pp. 71-174). White-collar workers are usually in a position between decision makers and decision followers. They frequently are employees in non-profit organizations and have a heterogeneous social background. Among white-collar workers are found secretaries, stenographers, telephone operators, stewardesses, bookkeeping cashiers, clerks, machine operators, and retail sales workers (pp. 175-203). Blue-collar workers may be skilled (construction workers, craftsmen, and foremen), semiskilled (service workers, drivers, delivery men), and unskilled (private household workers and farm laborers).

6. The criterion used for selecting the answer category was that no other category of answers for that open-ended question had a higher rate of responses.

7. Allen L. Edwards, Experimental Design in Psychological Research, (New York: Holt, Rinehart and Winston, Inc., 1968), pp. 155-160.

8. Ibid., pp. 131-135.

9. T. Alvik, "The Development of Views on Conflict, War and Peace among School Children," Journal of Peace Research, No. 2, 1968, P. 179; M. K. Jennings and R. G. Niemi, "The Transmission of Political Values from Parent to Child," American Political Science Review, 62(1968), p. 184; S. Langton, Political Socialization (Glencoe, Illinois: The Free Press, 1969), p. 85; R. Preston, Children's Reaction to a Contemporary War Situation (New York: Teachers College, Columbia University, 1942), p. 105; S. Putney and R. Middleton, "Some Factors Associated with Student Acceptance or Rejection of War," American Sociological Review, 27 (1962), pp. 655-667; L. Rosell,"Children's Views of War and Peace," Journal of Peace Research, No. 2, 1968, pp. 268-276; H. Tangney, "A Study Relating to the Change in the Newspaper Reading Interest of Secondary School students Since the Entrance of the United States into World War II," Journal of Experimental Education, 10, (1942), pp. 195-199.

10. R. Preston, op.cit., p. 105.

11. G. A. Almond and S. Verba, The Civic Culture: Political Attitudes and Democracy in Five Nations (Princeton, New Jersey: Princeton University Press, 1963), p. 293; R. E. Dawson and N. Prewitt, Political Socialization (Boston: Little, Brown and Co., 1969), p. 204; R. D. Hess and F. V. Torney, The Development of Political Attitudes in Children (Chicago, Illinois: Aldine Publishing Co., 1967), p. 114.

12. D. D. Droba, "A Scale of Militarism-Pacifism," Journal of Educational Psychology, 22(1931), pp. 96-101; W. E. Lambert and O. Klineberg, Children's Views of Foreign People (New York: Appleton-Century-Crofts, 1967), pp. 157-161.

13. G. A. Almond and S. Verba, op. cit.; R. E. Dawson and N. Prewitt, op. cit.; H. Hyman, Political Socialization (Glencoe, Illinois: The Free Press, 1969), p. 51; H. Jones and M. Jones, "Attitudes of Youth Toward War and Peace," California Journal of Secondary Education, 16 (1941), pp. 427-430; R. Lane, "Fathers and Sons: Foundation of Political Belief," American Sociological Review, 24 (1959), pp. 502-511; R. Preston, op. cit., p. 105.

14. K. Helfant, "Parents' Attitudes vs. Adolescent Hostility in the Determination of Adolescent Sociopolitical Attitudes," Psychological Monographs, 66 (1952), pp. 1-20.

15. J. Galtung, "Mass Media and Conflict Resolution," Bulletin of Peace Proposals, No. 1, 1970, p. 28.

16. M. Deutsch, "Conflicts: Productive and Destructive," Journal of Social Issues. 15, 1969, p. 23.

17. T. Koritzinsky, "Laereboker og underwisning som politisk sosialisering." Paper presented at the Norwegian Political Science Association's Conference on Education, May 11, 1970.

Appendix

This appendix contains excerpts from the instrument. Note: Page 1 is complete. The scale ratings and the filling in of most important source in the boxes are similar on all pages except (1) that the order of the 16 sources is randomized on each page to avoid set formation and (2) that page 10 does not contain boxes where the number of most important source should be written in. The orientation measured (right half of each page(is different on all the pages. Thus, pages 2, 3, and 4 have identical set-up with page 1 and pages 6, 7, 8, and 9 have identical set-up with page 5. Page 10 contains only the question and the 16 scales apart from instructions excluded here. Also note: A sheet covering the left part of each page (scale ratings of sources) deprived the subject from any clues on sources until all the orientation questions to the right had been answered.

Page 2

WHAT DO YOU THINK ABOUT WHEN YOU HEAR THE WORD "PEACE"? (Put one answer on the line beside each box. Do not write in the box. Write as many answers as you can.)

Page 3

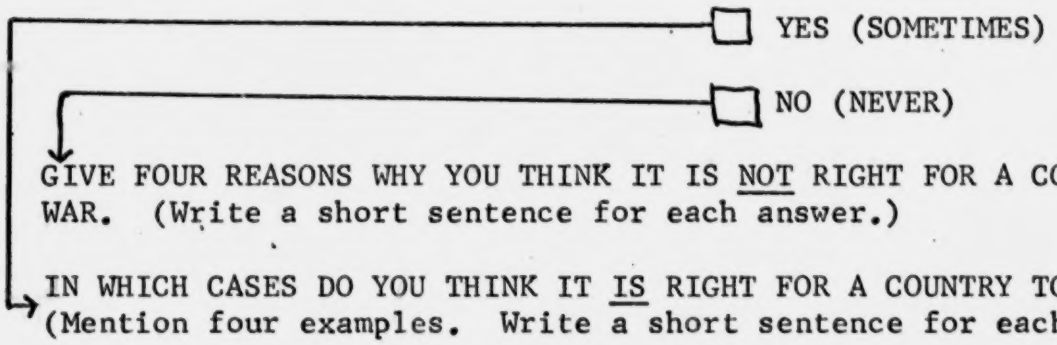
WHAT DO YOU THINK LEADS TO WAR? (Write a short sentence for each answer. One sentence alongside each box. Write as many as you can.)

Page 4

WHAT DO YOU THINK CAN BE DONE TO PREVENT WAR? (Write a short sentence for each answer. One sentence alongside each box. Write as many as you can.)

Page 5

DO YOU THINK IT IS RIGHT FOR A COUNTRY TO TAKE PART IN A WAR? Put an x in the box that tells your answer. Then follow the arrow.)

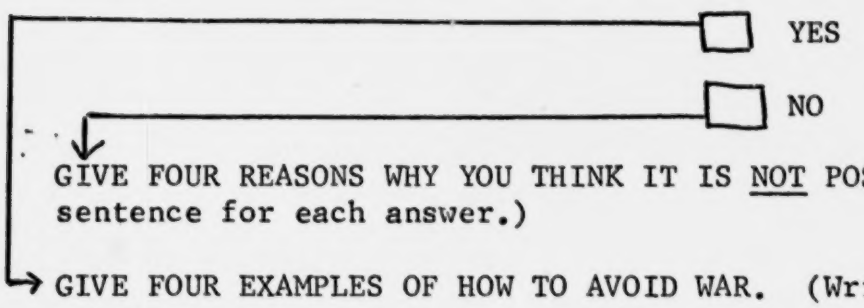


GIVE FOUR REASONS WHY YOU THINK IT IS NOT RIGHT FOR A COUNTRY TO TAKE PART IN A WAR. (Write a short sentence for each answer.)

IN WHICH CASES DO YOU THINK IT IS RIGHT FOR A COUNTRY TO TAKE PART IN A WAR? (Mention four examples. Write a short sentence for each example.)

Page 6

DO YOU THINK IT IS POSSIBLE TO AVOID WAR? (Put an x in the box that tells your answer. Then follow the arrow.)



GIVE FOUR REASONS WHY YOU THINK IT IS NOT POSSIBLE TO AVOID WAR. (Write a short sentence for each answer.)

GIVE FOUR EXAMPLES OF HOW TO AVOID WAR. (Write a short sentence for each answer.)

Page 7

IS THERE ANYTHING INSIDE PEOPLE THAT CAUSES WAR?

☐ YES

☐ NO

WHAT MAKES YOU THINK THERE IS NOT SOMETHING INSIDE PEOPLE THAT CAUSES WAR? (Mention four. Use short sentences.)

WHAT DO YOU THINK IS INSIDE PEOPLE THAT CAUSES WAR? (Mention four. Use short sentences.)

Page 8

YOU SAID YOU BELIEVE THAT THERE IS SOMETHING INSIDE PEOPLE THAT CAUSES WAR. DO YOU BELIEVE THAT PEOPLE ARE BORN THIS WAY OR THAT PEOPLE LEARN THESE FEELINGS WHEN THEY GROW UP?

☐ PEOPLE ARE BORN THIS WAY.

☐ PEOPLE LEARN THESE FEELINGS.

GIVE FOUR EXAMPLES OF HOW PEOPLE LEARN THESE FEELINGS WHILE THEY GROW UP. (Use short sentences.)

WHAT HAVE YOU SEEN OR HEARD WHICH MAKES YOU THINK PEOPLE ARE BORN WITH THESE FEELINGS INSIDE THEM. (Give four examples and use short sentences.)

Page 9

YOU SAID YOU BELIEVE THAT THERE IS SOMETHING INSIDE PEOPLE THAT CAUSES WAR. DO YOU THINK PEOPLE CAN BE CHANGED SO THAT THESE FEELINGS COULD BE PUT TO PEACEFUL USE?

☐ YES

☐ NO

GIVE FOUR REASONS WHY YOU THINK NOTHING CAN BE DONE TO CHANGE PEOPLE'S WARLIKE FEELINGS. (Use short sentences.)

GIVE FOUR EXAMPLES OF WHAT CAN BE DONE TO CHANGE PEOPLE'S WARLIKE FEELINGS. (Use short sentences).

Page 10

HOW MUCH HAVE YOU LEARNED FROM EACH PLACE WHEN YOU GAVE YOUR ANSWERS TO ALL THE QUESTIONS ABOUT PEACE AND WAR? (Rate all scales below.)

Table 2: Ranking of Correlation Coefficients Between Average Scale Ratings of First Seven Pages and Page Ten for Each Source of Orientation

	r
Content of religion	.58
Others in family	.57
Minister or teacher in church	.52
Father	.50
Radio	.49
Magazines	.48
Movies in theaters	.46
Mother	.43
Teachers	.43
Books	.42
Newspapers	.42
TV in school	.41
Textbooks	.38
Friends	.37
Movies in school	.37
TV at home	.36

Table 3: Ranking of Sixteen Means on Page Ten and Sixteen Grand Means of First Seven Pages According to Magnitude

		Means		Rank	
	Page(s)	(10)	(1-7)	(10)	(1-7)
TV at home		4.3	3.4	1	
Newspapers		4.3	3.4	2	2
Teachers		4.1	3.3	3	3
Magazines		3.9	3.2	4	4
Friends		3.6	3.2	55	5
Father		3.6	3.0	6	6
Books		3.4	3.0	7	7
Radio		3.4	2.7	8	9
Mother		3.3	2.8	9	8
Textbooks		3.0	2.5	10	10
Movies in school		2.9	2.0	11	11
Content of religion		2.9	2.4	12	12
Others in family		2.7	2.3	13	13
Movies in theaters		2.5	2.0	14	14
Minister or teacher in church		2.4	2.1	15	15
TV in school		1.7	1.4	16	16

Table 4: Average Percentage of Agreement Between Number of Subjects Selecting a Source as Most Important and Number of These in Upper Part of Dichotomized Scale Rating for the Source.

	%
Father	97
Mother	83
Others in family	83
Friends	73
TV at home	73
Radio	76
Newspapers	65
Magazines	74
Books	80
Movies in theaters	85
Teachers	73
Textbooks	82
Movies in school	94
TV in school	44
Minister or teacher in church	93
Content of religion	86

Table 5: Rank Order of Sixteen Means on Each Page According to Size

Page	Mean Rating of Scales										Ranking of Means According to Size									
	(10)	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
TV at home	4.3	4.7	3.8	4.8	3.6	3.7	3.7	3.7	3.4	3.3	1	1	1	1	2	3	3	2	6	6
Newspapers	4.3	4.5	3.6	4.2	3.5	4.0	3.7	3.6	3.4	3.5	2	2	4	2	4	6	1	3	5	3
Teachers	4.1	4.0	3.2	4.0	3.7	3.8	3.8	3.8	3.7	3.6	3	4	7	3	1	2	2	1	2	2
Magazines	3.9	4.0	3.6	3.6	3.5	3.6	3.4	3.4	3.3	3.2	4	3	3	4	5	5	6	6	7	8
Friends	3.6	3.7	3.8	3.5	3.6	3.6	3.5	3.5	3.8	3.9	5	6	2	6	3	4	4	5	1	1
Father	3.6	3.4	3.3	3.4	3.4	3.5	3.3	3.2	3.4	3.5	6	7	6	7	6	6	7	7	4	4
Books	3.4	3.7	3.1	3.6	3.0	3.4	3.5	3.6	3.3	3.3	7	5	9	5	8	7	5	4	8	7
Radio	3.4	3.4	3.1	3.3	3.0	3.1	2.9	2.7	2.5	2.6	8	8	10	8	9	9	9	11	13	12
Mother	3.3	3.2	3.4	3.1	3.1	3.1	3.1	3.2	3.4	3.4	9	9	5	10	7	8	8	8	3	5
Textbooks	3.0	2.8	2.4	3.1	2.6	3.0	2.9	2.9	2.6	2.5	10	10	14	9	11	10	10	8	12	13
Movies in school	2.9	2.5	2.1	2.4	2.0	2.2	2.1	2.1	1.9	2.0	11	14	15	14	15	14	14	15	15	15
Content of religion	2.9	2.6	3.2	2.5	2.8	2.4	2.5	2.8	2.7	2.7	12	13	8	12	10	12	11	10	11	11
Others in family	2.7	2.6	2.8	2.6	2.5	2.5	2.6	2.6	2.7	2.7	13	12	12	11	12	11	12	12	9	10
Movies in theaters	2.5	2.6	2.5	2.5	2.0	2.2	2.1	2.5	2.4	2.2	14	11	13	13	14	15	15	14	14	14
Minister or teacher in church	2.4	2.2	2.8	2.3	2.5	2.3	2.4	2.5	2.7	2.8	15	15	11	15	13	13	13	13	10	9
TV in school	1.7	1.7	1.6	1.7	1.5	1.6	1.6	1.5	1.7	1.6	16	16	16	16	16	16	16	16	16	16

Table 6: Block Design Analysis of Variance for Each Scale Rating Between the Ten Treatments (Pages)

	F-Value	p< 001
Father	2.714	Yes
Mother	1.678	No
Others in family	1.713	No
Friends	1.534	No
TV at home	25.115	Yes
Radio	18.105	Yes
Newspapers	20.182	Yes
Magazines	12.458	Yes
Books	6.404	Yes
Movies in theaters	6.940	Yes
Teachers	9.881	Yes
Textbooks	10.552	Yes
Movies in school	14.900	Yes
TV in school	2.038	No
Minister or teacher in church	7.324	Yes
Content of religion	7.363	Yes

Table 7: Importance of source on Given Pages as Indicated by Mean Rank*

	Small			Medium				Large			
Father	7	2	8	9	6	4	3	5	1	10	
Mother	4	3	6	5	1	7	9	8	10	2	n.s.d.
Others in family	5	4	6	1	3	7	8	9	10	2	n.s.d.
Friends	3	7	6	4	5	10	1	8	9	2	n.s.d.
TV at home	9	8	4	5	6	7	2	3	10	1	
Radio	8	9	7	6	4	2	5	3	10	1	
Newspapers	8	9	4	7	2	6	5	3	10	1	
Magazines	9	8	6	7	4	5	3	2	10	1	
Books	4	2	8	9	5	10	6	7	3	1	
Movies in theaters	4	6	9	5	8	7	10	3	2	1	
Teachers	2	9	8	4	7	5	6	1	3	10	
Textbooks	2	9	8	4	1	6	7	10	5	3	
Movies in school	8	9	4	6	7	2	5	3	1	10	
TV in school	7	9	4	5	2	8	6	1	3	10	n.s.d.
Minister or teacher in church	1	5	3	10	6	4	7	8	9	2	
Content of religion	5	3	1	8	9	6	4	7	10	2	

*Ranking across columns (small: three bottom means; medium: four means in the middle; large: three top means). Numbers refer to pages in the instrument (n.s.d. means that the analysis of variance conducted showed no significant differences between the ten means).

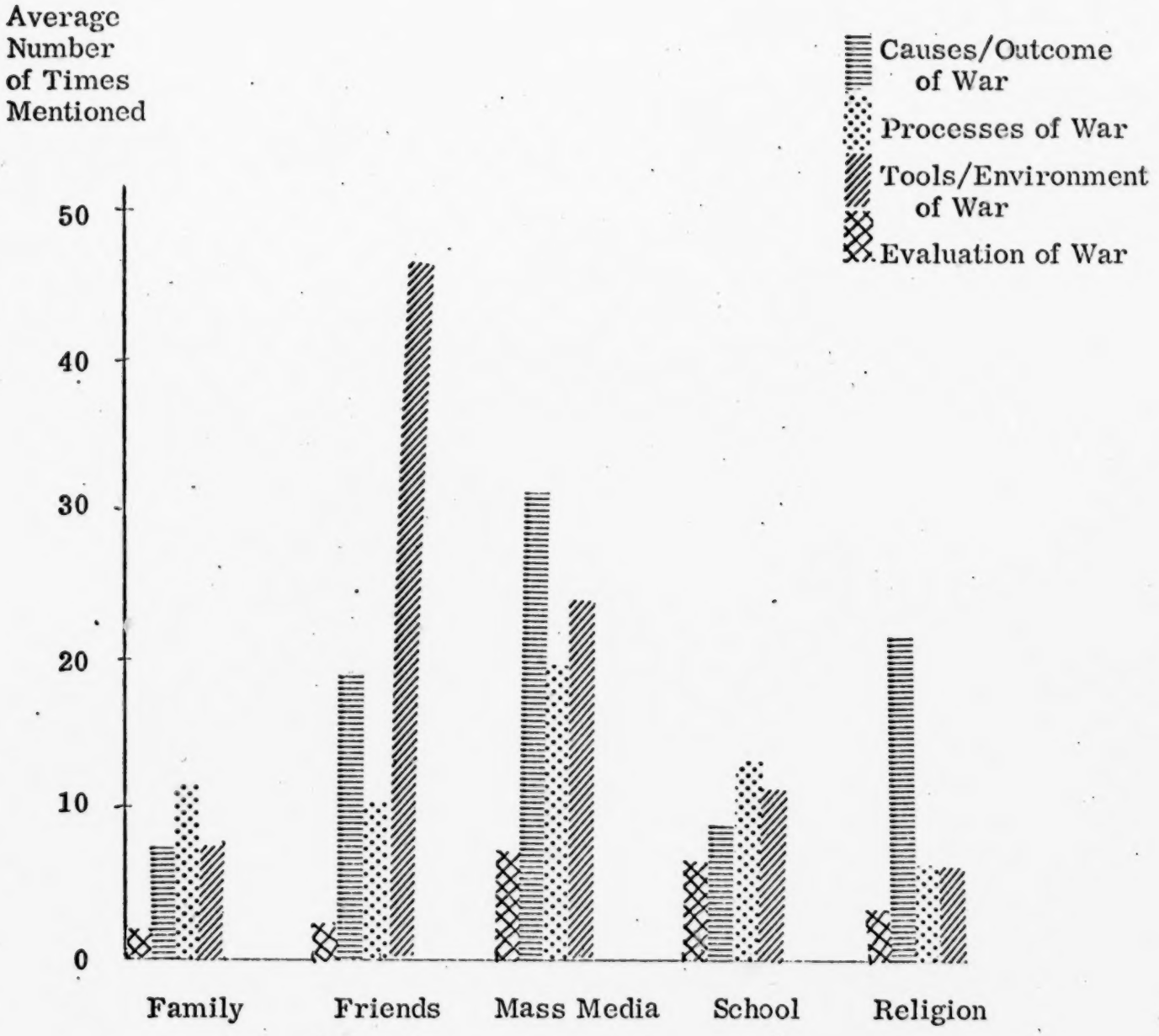


Figure 1

Average Number of Times Various Sources Are Selected As the Most Important in Learning About War

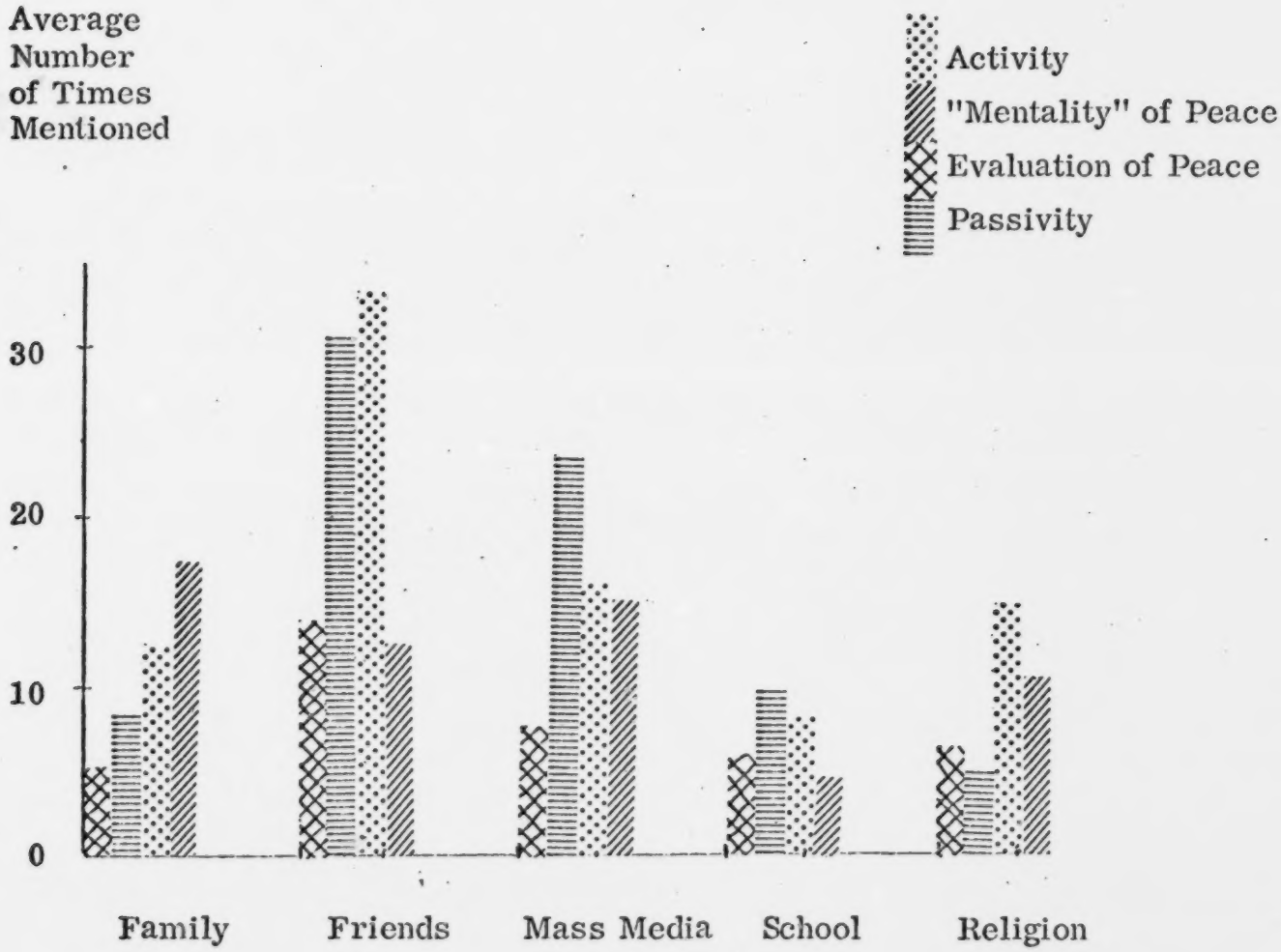


Figure 2

Average Number of Times Various Sources Are Selected
As the Most Important in Learning About Peace

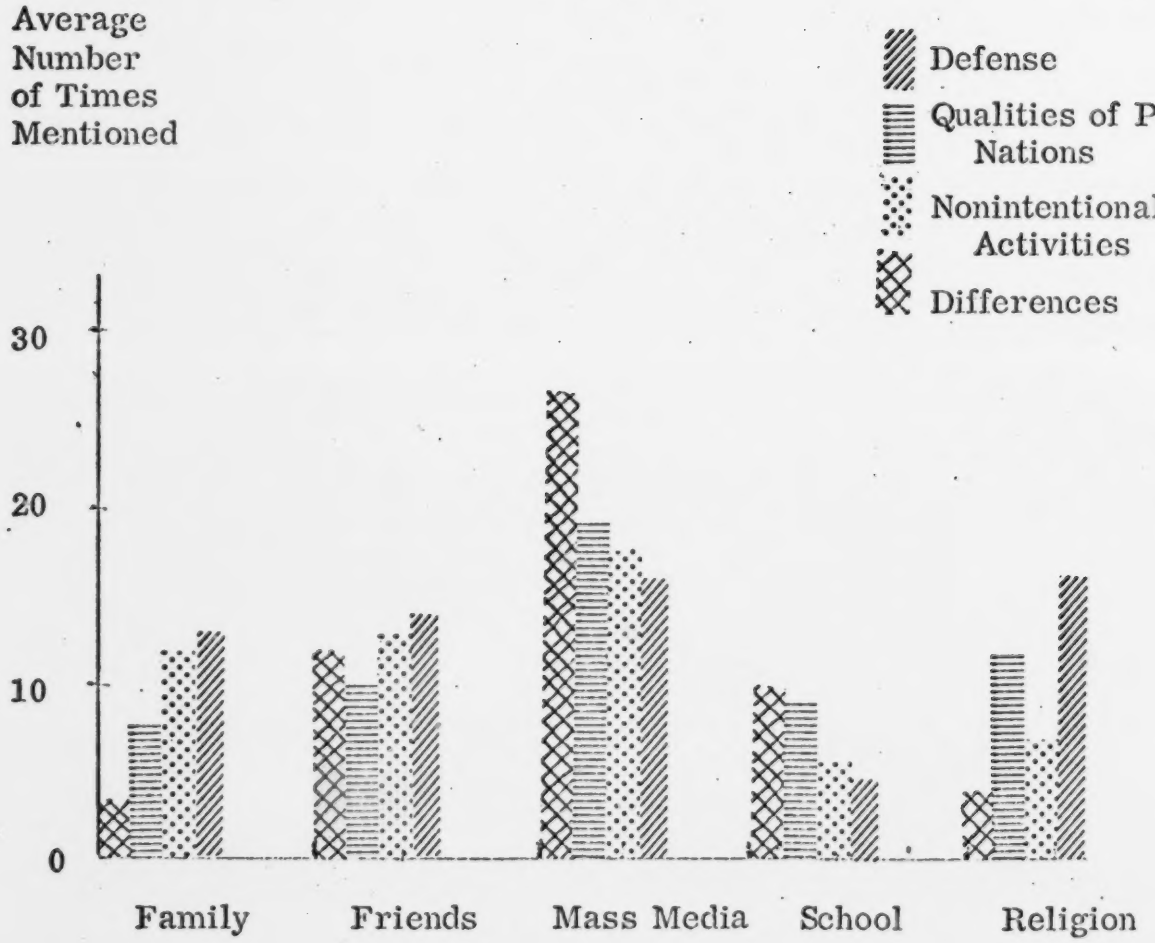


Figure 3

Average Number of Times Various Sources Are Selected As the Most Important in Learning About Causes of War

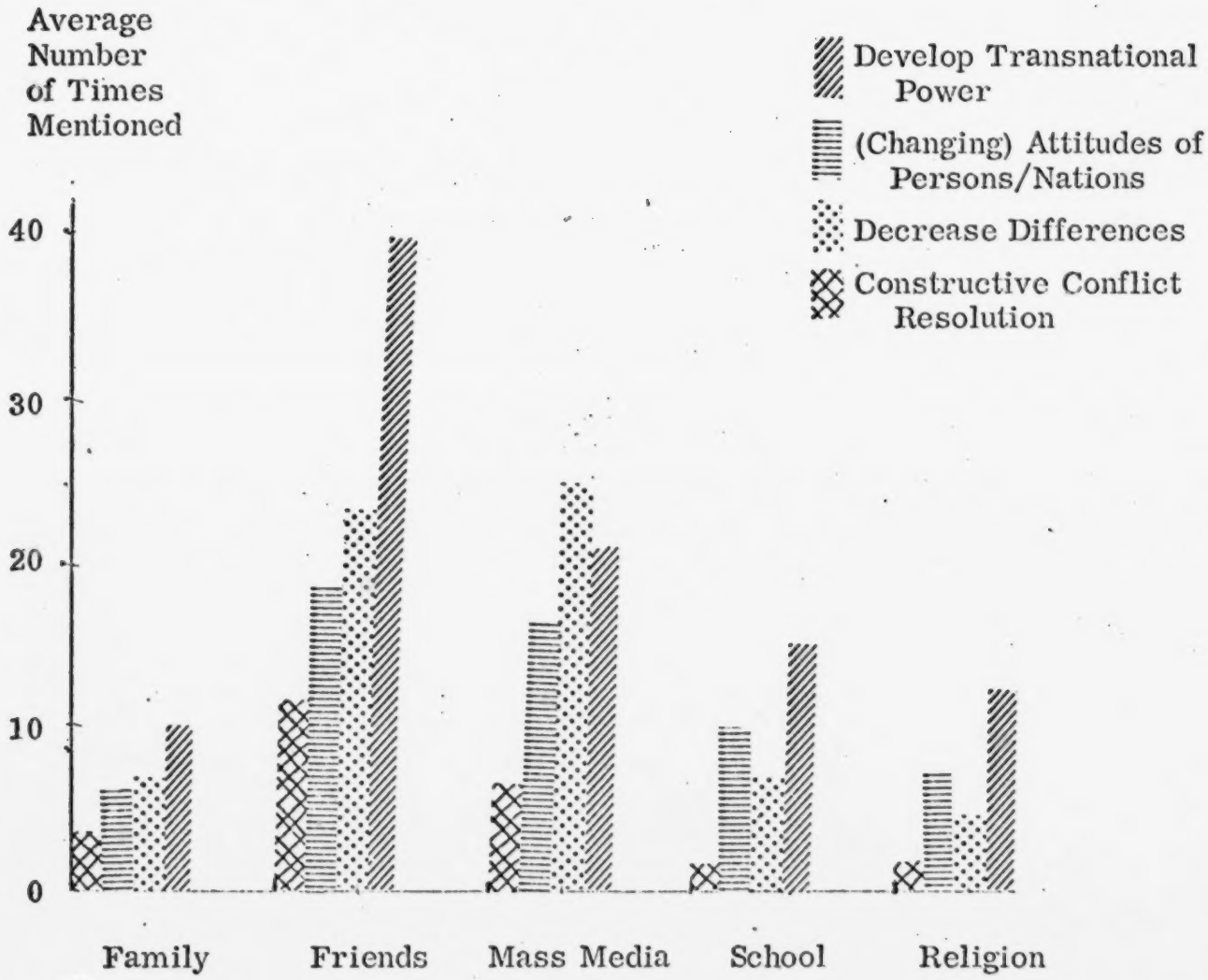


Figure 4

Average Number of Times Various Sources Are Selected
As the Most Important in Learning About Prevention of War

READ THROUGH ALL THE ANSWERS YOU GAVE TO THE QUESTION ABOUT WAR ON THIS PAGE. THEN CHECK EACH SCALE BELOW FOR HOW MUCH YOU HAVE LEARNED FROM EACH PLACE ABOUT ALL YOUR ANSWERS TO THE RIGHT

	very little use				very much use
radio (6)	_	_	_	_	_
newspapers (7)	_	_	_	_	_
movies in school (13)	_	_	_	_	_
TV in school (14)	_	_	_	_	_
friends (4)	_	_	_	_	_
magazines (8)	_	_	_	_	_
TV at home (5)	_	_	_	_	_
movies in theaters (10)	_	_	_	_	_
father (1)	_	_	_	_	_
mother (2)	_	_	_	_	_
others in family (3)	_	_	_	_	_
textbooks (12)	_	_	_	_	_
minister or teacher in church (15)	_	_	_	_	_
content of religion (16)	_	_	_	_	_
teachers (11)	_	_	_	_	_
books (9)	_	_	_	_	_

EACH PART OF YOUR ANSWER TO THE RIGHT HAS A BOX IN FRONT OF IT. NOW TRY TO THINK ABOUT WHERE YOU HAVE LEARNED EACH PART OF YOUR ANSWER. WRITE ONLY ONE NUMBER IN EACH BOX. TAKE NUMBERS FROM LIST ABOVE

GO ON TO NEXT PAGE AND TEAR THE COVER OFF

WHAT DO YOU THINK ABOUT WHEN YOU HEAR THE WORD "WAR"? (Put one answer on the line beside each box. Do not write in the box. Write as many answers as you can).

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

GO ON TO NEXT PAGE